University of Oklahoma School of Library and Information Studies  
School Library Media Center Administration  
Course Syllabus  
LIS 5283-995  
Summer 2013  
Dr. Buffy Edwards

Location: Online Course  
Office: Off campus  
Office hours: By appointment  
Telephone: 405-366-5871 (work); 405-642-3316 (cell-best number to reach me – also text messages are okay – please state that you are in LIS 5283)  
Email: beverly.a.smith-edwards-1@ou.edu

Course material and access:  http://learn.ou.edu

Course Description  
History and role of school library media centers in the educational program; planning, organizing, and administering library programs in the elementary and secondary school.

INTERPRETATION OF COURSE DESCRIPTION  
This course is designed to support school library media center administration in K-12 library media programs. Following the guidelines Information Power: Building Partnerships for Learning (1998) of the American Association of School Librarians (AASL), four areas of programming are emphasized:

• teacher
• instructional partner
• information specialist
• program administrator

Across each of these four areas, attention is given to the importance of collaboration, leadership, and support from technology.

Course Objectives  
At the completion of the course, the student should be able to:

1. Identify the primary elements of a comprehensive media program.  
2. Apply guiding principles of facilities development and quantitative space allocation suggestions to the preparation of educational specifications for a new or remodeled media center.  
3. Identify the types, numbers, and basic duties of personnel needed for effective school library media center programming.  
4. Describe major components of the school and district media programs reflected in the function of design, consultation, information, administration, instruction, and evaluation.  
5. Collaborate with teachers to design and deliver instruction that ensures students master information literacy skills as well as learning objectives in other curricular content areas.
**DELIVERY MODE**

This course is supported by Desire2Learn course software, which is managed by the OU IT Department. All courses offered in the College of Arts and Sciences (as this course is) require that students complete an online orientation ([http://cas-online.ou.edu/orientation-registration](http://cas-online.ou.edu/orientation-registration)). This link provides directions for registering and completing the online orientation. If you have already completed an online orientation, you do not have to do it again. Failure to complete the online orientation will result in administrative withdrawal from this course.

**REQUIRED RESOURCE MATERIALS**

**Textbooks (at OU bookstores or through online ordering)**


**Check these reserves -E-Reserves ([http://libraries.ou.edu/eresources/reserves](http://libraries.ou.edu/eresources/reserves))**


Todd, Ross. 2007. “Evidence-based practice and school libraries: From advocacy to Action.” In *School reform and the school library media specialist*, Violet Harada
and Sandra Hughes-Hassell, 57-78. Westport, CT: Libraries Unlimited.

**Teaching and Learning Methods**
The methods of teaching and learning may include lectures, videos, online discussions, case studies, guest speakers, hands-on/online activities, independent readings, and individual projects.

**COURSE EXPECTATIONS**

**Course Participation and Written Assignments**
- Students must prepare for the class (*i.e.* having read required readings, completed assignments, prepared to present assignments/projects on specified dates, etc.) and be prepared to take an active part in the class through activities and online discussions. This is a minimum requirement for the course.
- All written assignments should follow the most current Chicago style manual: *The Chicago Manual of Style*. Chicago: The University of Chicago Press.
  The following link may be used for additional clarification. Check this link: [http://www.ou.edu/content/writingcenter/Citation_Guides.html](http://www.ou.edu/content/writingcenter/Citation_Guides.html)
- All written assignments should follow standards of grammatical structure and expository writing (*i.e.* complete sentences, proper punctuation, correct spelling, appropriate paragraph structure, etc.).
- All course projects and assignments are due by the time/date specified and in the format specified (*i.e.* course dropbox, posting, or email). If the assignments/files are submitted electronically, they should be named according to the following format:
  - Student Last Name_Assignment name
  - Example: Johnson_Interview
- Late work is not accepted. If you anticipate the need to submit work after the due date please notify the instructor before it is late. I understand ‘life happens’ but I am not as understanding with surprises. Please notify me in advance. With this being said, I recognize that some situations do not allow adequate time to notify the instructor. The final decision about accepting late work is at the discretion of the instructor. Communication is vital in online courses.

**OU Email Account**
In addition to the course D2L web site, the primary mode of communication between instructor and students will be via OU email. All students will need to maintain and regularly check their OU email accounts. Please note: forwarded email does not always function properly. If you choose to forward an OU email account, do so at your own risk.

**Codes and Policies of Behavior**
The School of Library and Information Studies fully subscribes to the University's codes, policies, and procedures involving academic misconduct; grievances; sexual, racial, and ethnic harassment; and discrimination based on disability. You should acquaint yourself with both your responsibilities and your protections. Links are available from [http://catalog.ou.edu/current/Policies.htm](http://catalog.ou.edu/current/Policies.htm)
Academic Integrity
"Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honesty and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed." University of Oklahoma Academic Misconduct Code

Students should review expectations for the academic integrity of work by reading and reviewing the following items:

- Academic Integrity
- Examples of plagiarism
- Writing Center
- Academic Misconduct
- Student Code

Reasonable Accommodations
Any student who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor as soon as possible to discuss accommodations necessary to ensure full participation and facilitate educational opportunities. Students requesting accommodations are required to contact the Disability Resource Center (http://drc.ou.edu/). This office accepts requests from students for reasonable accommodation after the student has self-identified as an individual with a disability. The office on the Norman campus is located in Goddard Health Center, Suite 166, phone 405/325-3852 or TDD only 405/325-4173. On the OU-Tulsa campus, students should contact the OU-Tulsa Student Affairs located in Room 1C53.

COURSE EVALUATION

Grades
A: Exceptional performance, exemplary work on all aspects of assignment.
B: Work of good quality on all requirements of assignment and high quality on some aspects.
C: Marginal work that does not meet standards in one or more aspects of assignment.
D: Unsatisfactory work that exhibits multiple problems in meeting requirements of assignment.
F: Failure to meet minimal requirements.
EVALUATION

Writing
Substantive content and the quality of the student’s writing will be considered in all written assignments, including discussion boards postings. Substantive content includes closely following instructions for the content of the assignment. The quality of writing covers clarity of expression and organization, appropriate use of references and academic writing style, use of inclusive language, and correct grammar, spelling, and punctuation. Please contact the instructor if this is unclear or needs further explanation.

Distribution of evaluation components and grading scheme used is 90, 80, 70, 60, based on the following:

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>Participation in class discussion boards</td>
<td>10</td>
</tr>
<tr>
<td>Design a unit of study suitable for a K-12 learning environment that could be collaboratively planned and taught and evaluated</td>
<td>20</td>
</tr>
<tr>
<td>Field Experience Project Interviews and Observation LMS Interview Teacher Interview Principal Interview Student Interview Observations of LMS Teaching</td>
<td>10</td>
</tr>
<tr>
<td>Field Experience Final Project-includes content from interviews and observations (not just transcripts from interview) AND facility evaluation, checklist, floor plan drawing, record of visits to LMC, and comprehensive summary.</td>
<td>20</td>
</tr>
<tr>
<td>Preparation of a grant proposal for a specific, authentic granting agency</td>
<td>10</td>
</tr>
<tr>
<td>Professional Resources Posting</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
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Possible points are weighted according to the following scale:
A=11 (excellent work that is very well presented and demonstrates thorough knowledge and understanding);
A- =10 (excellent work that demonstrates well presented mastery of required course content);
B+=9 (very good work that is well presented demonstrates mastery of required course content);
B=8 (good work that demonstrates mastery of required course content);
B-=7 (work that demonstrates minimal mastery of required course content);
C+=6, C=5, C-=4, D+=3, D=2, D-=1, F=0 (work that falls short of expectations for graduate credit; late work is accepted but not for full credit).

Student evaluation of course and instruction
At the end of the term, each student will be asked to complete an evaluation form that elicits opinions about the quality and relevance of course content and the quality of instruction. The instructor will not see course evaluations until after grades have been turned in to the Registrar's office. This student input is used by the instructor for improvement of teaching and by the School for annual assessment and tenure and promotion decisions among its regular faculty and for rehiring decisions among adjunct faculty. It is important that you be careful and accurate.